



## 1. General Information

Course Subject	IIMT
Course Number	3627
Course Title	Venture and Entrepreneurship Management
Academic Years	2024-2025
Grading Method	Letter

## 2. Instructors

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Subclasses: 2A

## 4. Course Description

Course Description	<p>Successful entrepreneurs, including “intrapreneurs”, are those who are starting their new ventures because they are able to sense unmet needs better, and able to deliver more solid outcome than their current contemporaries. This ability to strategize and execute on the fly is extremely rare. Somehow, they have the beliefs that their model can serve these unmet needs better and more effectively. They are to turn these beliefs into behaviors and behaviors to habits: leading to being extra-hardworking, optimistic, and persistent. They don’t ever quit.</p> <p>The great entrepreneurs are special people and they build more than just businesses, they know when to seed new businesses, how to find and develop successful leaders who can manage further successes, and how to add to the broader ecosystem by giving back and letting others build on their successes. This is what venture management is fundamentally about: how to know when to start, maintain, grow, split, and close a business.</p> <p>This course provides an overview of venture management in innovation development and commercialization for those who believe they have what it takes to build new businesses and ventures. The students will strengthen their know-how through listening and engaging in discussions, with guest speakers, through local and international business cases, and venturing. They will be introduced to practical toolkits, applicable to established corporate, social venture and start-up businesses. Under entrepreneurship management, the subjects of market analysis and opportunities, business and financial model design, intellectual property management, sources of investment and equity/shareholder structures, sustainable business operation management and risk management will be covered. Students will be asked to experiment and design experiments to validate their assumptions. These exercises and learning will allow the students to marry theories with practical knowledge needed to plan and implement changes at established businesses and to build a new business as a start-up.</p>
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## 5. Course Objectives

1. Equip themselves with the basic knowledge, necessary tools and technical skills in creating and managing a new entrepreneurial venture; or to run or transform an innovation project for social or business entities.

## 5. Course Objectives

2. Examine successful and failure cases, using local and international cases, on the entrepreneurial challenges and solutions.
3. Develop a mindset in seizing new opportunities and addressing changing market needs, either in a company or venturing with a new firm.
4. Equip themselves with the latest theories, methods, including agile strategic planning and risk management so that they may better respond to unplanned situations and market changes.
5. Prepare themselves with the ability to build and evaluate business models, with the necessary financial knowledge in the general, local, and international regulated environment.
6. Assess the players and contributors of innovation and entrepreneurship to the broader ecosystem.

## 6. Faculty Learning Goals

Goal 1: Acquisition and internalization of knowledge of the programme discipline

Goal 2: Application and integration of knowledge

Goal 3: Inculcating professionalism

Goal 4: Developing global outlook

Goal 5: Mastering communication skills

Goal 6: Cultivating leadership

## 7. Course Learning Outcomes

Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
CLO1. Acquire basic knowledge in innovation and entrepreneurship management per Course Objectives.	✓			✓		
CLO2. Demonstrate the ability to present project specifics lucidly.			✓		✓	
CLO3. Demonstrate the ability to organize the (innovation) team and to work efficiently individually.			✓			✓
CLO4. Build up a business model with an innovation that relates to the market condition.		✓	✓	✓	✓	
CLO5. Demonstrate the process of the new venture establishment, on both the short-term and the long-term strategic planning.		✓	✓	✓	✓	✓

## 8. Course Teaching and Learning Activities

Course Teaching and Learning Activities #	Expected Study Hours	Study Load (% of study)
T&L1. Lecture with interactive presentation	30	23.1
T&L2. Reading, case-based study and analysis	20	15.4
T&L3. Tutorial and In-class interactive discussion	10	7.7
T&L4. Project development and new venture establishment proposal	50	38.5
T&L5. Presentations, pitching and entrepreneurship competition entry	20	15.3

## 8. Course Teaching and Learning Activities

	Total: 130	Total: 100
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## 9. Assessment Methods

Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Class participation	Class attendance, participation, discussion of reading assignments and a short reflection essay	15%	1,2,3
A2. First assignment	First assignment: business model canvas	20%	1,4,5
A3. Second assignment	Second assignment: reaching out to potential customers	15%	1,2,3,4,5
A4. Third assignment	Third assignment: one-minute elevator pitch to investors and Q&A preempting potential questions	10%	1,3,4
A5. Final assignment	Final assignment: 6-minute new venture proposals presentation to various panelists	40%	1,3,4

## 10. Course Grade Descriptors

A+,A,A-	Candidate has consistently demonstrated a thorough understanding and original view of the subject as evidenced by exceptionally astute analysis and synthesis. Authentic style has been established and shown in the project development.
B+,B,B-	Candidate frequently demonstrated a substantial understanding of the subject and has demonstrated his/her effort in achieving the project brief and requirement.
C+,C,C-	Some of the responses are well organized, clear but with insufficient elaboration – there is significant room for improvement to achieve a more satisfactory level to the project course or project requirement.
D+,D	Solutions to questions and problems containing unstructured but relevant observations. Candidate has shown marginally interest in the subject.
F	Little evidence of basic familiarity with the subject, nor demonstration of sufficient effort to basic project and course requirement.

## 11. Course Content and Tentative Teaching Schedule

Topic/ Session	Content	Other information
1	Introduction to venture, entrepreneur and intrapreneur	
2	Venture ideation: Finding a great product for a great market	
3	Game changer: disruptive innovation and market disruption*	* Guest speakers may be invited. Guest speakers include venture capitalists, angels, serial entrepreneurs, mentors, investment bankers, management consultants and senior executives. Speakers will only be confirmed shortly in advance given scheduling uncertainty.

## 11. Course Content and Tentative Teaching Schedule

4	Individual project introduction and development of the business model • First assignment: business model canvas	
5	Successful local venture, corporate innovation and intrapreneurship*	
6	Successful global corporate innovators • Second assignment: reaching out to potential customers	
7	Building the team and corporate infrastructure*	
8	Metrics for entrepreneurs and startup funding* • Third assignment: one-minute elevator pitch to investors and Q&A preempting potential questions	
9	ESG and risk management*	
10	Perfect pitching*	
11	Project presentation day (panel of ~3 judges) • Final assignment: 6-minute new venture proposals presentation to various panelists	
12	Conclusion*	

## 12. Required/Recommended Readings & Online Materials

Reading	<ul style="list-style-type: none"> <li>• Natalie Berg and Miya Knights. (2019). “Amazon: How the World’s Most Relentless Retailer will Continue to Revolutionize Commerce” Kogan Page.</li> <li>• Henry Etzkowitz and Chunyan Zhou (2017). “The Triple Helix: University–Industry–Government Innovation and Entrepreneurship 2nd Edition”, Routledge.</li> <li>• Chan Kim and Renée Mauborgne. (2017). “Blue Ocean Shift: Beyond Competing - Proven Steps to Inspire Confidence and Seize New Growth” Pan Macmillan UK.</li> <li>• Jim Dethmer, Diana Chapman, Kaley Warner Klemp. (2015). “The 15 Commitments of Conscious Leadership: A New Paradigm for Sustainable Success”. Dethmer, Chapman &amp; Klemp.</li> <li>• Ben Horowitz. (2014). “The Hard Thing About Hard Things: Building a Business When There Are No Easy Answers”. Harper Business.</li> <li>• Dyer, Jeff; Gregersen, Hal; Christensen, Clayton M. (2011). “The Innovator’s DNA: Mastering the Five Skills of Disruptive Innovators” Boston: HBS Press.</li> <li>• Christensen, Clayton (1997). “The Innovator’s Dilemma: When New Technologies Cause Great Firms to Fail”. Boston: HBS Press.</li> </ul> <ul style="list-style-type: none"> <li>• Ries, Eric. (2011). “The Lean Start up.” Crown Business. New York.</li> <li>• Thiel, Peter. (2014). “Zero to One”. Penguin Virgin Books. London.</li> <li>• Tricker, Robert and Li, Gregg. (2019). “Understanding Corporate Governance in China.” HKU Press. Hong Kong.</li> <li>• Baird, R. (2017). The Innovation Blind Spot: Why We Back the Wrong Ideas—and What to Do About It. Benbella Books.</li> <li>• Sutton, Robert J. and Rao, Huggy. (2014). “Scaling Up Excellence.” Crown Business Publishing, New York.</li> <li>• Barbara Minto. (2010). “The Pyramid Principle: Logic in Writing and Thinking”. Prentice Hall</li> </ul>
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### 13. Means / Processes for Student feedback on Course

✓	Conducting mid-term survey in additional to SETL around the end of the semester
✓	Online response via Moodle site
	Others

### 14. Course Policy

General requirements in plagiarism, academic honesty and attendance apply. Any lateness or absence to the class needs to have the lecturer(s) officially informed with sound reason – otherwise penalty in the form of mark deduction might apply.

### 15. Additional Course Information

Further to what has been described in the assessment section, participation and engagement in the class and tutorial is required in this course. Lecturers will help students to see into their own work and to assist to bring it into its fullest manifestation, through an effective and interactive learning.